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ABSTRACT

The document outlines a model which illustrates the information needed, sequence of events, and areas that need to be addressed for the planning and placement of handicapped students in vocational programs. Objectives, policies, and strategies are listed for the following areas: cooperative planning to meet the needs of handicapped students in vocational education, admission policy for special education students into vocational programs, identification of handicapped students, developing a plan for serving handicapped students, referral of students, planning procedures for serving students in the least restrictive environment, and management of vocational education programing. Also provided are a sequence of events relating to vocational considerations for the handicapped student: vocational individual education plan, pupil evaluation referral and student characteristics, summary report forms, and a vocational skills check list. (SB)

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## INTRODUCTION

This Model was developed at Region 8 Vocational Center in Rockland, Maine in conjunction with the Bureau of Vocational Education and the Division of Special Education of the Department of Educational and Cultural Services in Augusta, Maine. The project entitled "Serving Handicapped Students in Vocational Programs" was accepted as a challenge to develop objectives, policies and strategies as they relate to handicapped students in vocational programs.

The staff at Region 8 Vocational Center and key personnel from the sending schools have cooperatively and laboriously collected information and ideas that will provide a sound direction in planning and providing vocational programs for handicapped students.

This Model will illustrate by exhibit the information needed, sequence of events and areas that need to be addressed, if cooperative planning and placement are to be effective for the handicapped student.

Special thanks are extended to Mr. Carl Butler, Bureau of Vocational Ecucation and Mr. Richard Bartlett of the Division of Special Education for their generous advice and guidance throughout this phase of the project. We also extend our appreciation to the staff of Region 8 for their total participation throughout the project.

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# OBJECTIVES - POLICIES - STRATEGIES

## CONCERNING HANDICAPPED STUDENTS IN VOCATIONAL PROGRAMS

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## COOPERATIVE PLANNING TO MEET THE NEEDS OF HANDICAPPED STUDENTS IN VOCATIONAL EDUCATION

| Objectives | Policy | Strategies |
|---|---|---|
| 1. To work cooperatively with other agencies in order to know and cooperatively develop vocational programs for special education students. | 1. The vocational school will participate and work cooperatively with agencies that can contribute to the vocational education of special education students. | 1. The Region 8 Vocational School will participate, keep communication channels open, and work cooperatively with:<br>a. The Bureau of Vocational Education in the Department of Educational and Cultural Services.<br>b. The Division of Special Education in the Department of Educational and Cultural Services.<br>c. Special Education Directors and personnel of the sending schools.<br>d. General Education at the federal, state and local levels.<br>e. Supportive related services at all levels.<br>f. Local and State Vocational Rehabilitation.<br>g. Parents of handicapped students.<br>h. Prospective employer.<br>i. The Craft Committees for the Vocational School.<br>j. The Guidance Counselors and Principals of sending schools.<br>k. The local Teachers' Center.<br>l. The Superintendents' Advisory Committee. |

## ADMISSION POLICY FOR SPECIAL EDUCATION STUDENTS INTO VOCATIONAL PROGRAMS

| Objectives | Policy | Strategies |
|---|---|---|
| 1. To accommodate special education students in vocational programs. | 1. The vocational school will accommodate special education students in an equitable manner in vocational programs, when it has been determined by the Pupil Evaluation Team to be an appropriate program in the least restrictive environment and when all relative information is finalized by the sending school. | 1. In April of each year, the Pupil Evaluation Team of each sending school will meet to determine appropriate programs for the vocationally inclined special education students.<br>2. Region 8 Vocational School representatives will participate in each P.E.T. meeting when vocational placement for special education students is considered.<br>3. See Exhibit "A" for the sequence of events.<br>4. See Exhibits B, D, E & F for required relative information. |

## IDENTIFICATION OF HANDICAPPED STUDENTS

| Objectives | Policy | Strategies |
|---|---|---|
| 1. To identify all handicapped students in vocational programs. | 1. This vocational school will attempt to identify all handicapped students registered in the vocational programs. | 1. a. All transfer students entering vocational programs during the academic year who exhibit handicapping behaviors will be screened unless previously identified as handicapped by the sending schools.<br><br>b. The Region 8 vocational instructional staff, after inservice education, will screen all students in their respective programs in October of each year unless the students have been previously identified as handicapped.<br><br>c. In April of each year, personnel at the vocational school will receive, review and develop all necessary records for handicapped students who will attend the vocational school the following September. |

## DEVELOPING A PLAN FOR SERVING HANDICAPPED STUDENTS

| Objectives | Policy | Strategies |
|---|---|---|
| 1. To provide a written plan for providing vocational education for handicapped students. | 1. The vocational school will cooperatively develop with the sending schools a written plan for providing vocational education for the handicapped students. | 1. a. The Region 8 Vocational School will have vocational representatives at all P.E.T. meetings of the sending schools when vocational placement is being considered for handicapped students.<br><br>b. When it is not feasible for the sending schools to arrive at a standard I.E.P. Form, the vocational school will develop its own which shall be a component of the sending schools' I.E.P. (See Exhibit "B").<br><br>c. See Exhibit "A" for the sequence of events prior to the writing of a component I.E.P. |

## REFERRAL OF STUDENTS

| Objectives | Policy | Strategies |
|---|---|---|
| 1. To mutually discuss and refer if necessary, all students who exhibit handicapping tendencies. | 1. All students who exhibit handicapping behaviors at the vocaschool will be discussed with the sending school and referred to the Pupil Evaluation Team if necessary. | 1. The Region 8 Vocational School personnel will contact the sending school in reference to a student who exhibits handicapping behaviors in order to share common information.<br>2. If the vocational school personnel still deems it necessary, a formal referral for that student will be made to the Pupil Evaluation Team (P.E.T.) of the respective sending school.<br>3. See referral form. (Exhibit "C") |

## PLANNING PROCEDURES FOR SERVING HANDICAPPED STUDENTS IN THE LEAST RESTRICTIVE ENVIRONMENT

| Objectives | Policy | Strategies |
|---|---|---|
| 1. To plan programs for handicapped students in the least restrictive environment. | 1. The vocational school and the home school Pupil Evaluation Team will plan programs in the least restrictive environment for the handicapped student. | 1. a. The Region 8 Vocational School will identify the handicapped school population by use of the sending schools' I.E.P.'s and by screening measures.<br>b. The vocational school will assess the needs of the handicapped students as stated on the I.E.P. and use job entry level skill oriented curriculum to accommodate these needs.<br>c. The vocational school will provide related instruction to handicapped students who need day to day services.<br>d. The vocational school will seek job sites for handicapped students and provide task oriented instruction for a specific job for those students who can be appropriately placed. |

## MANAGEMENT OF VOCATIONAL EDUCATION PROGRAMING FOR HANDICAPPED STUDENTS

| Objectives | Policy | Strategies |
|---|---|---|
| 1. To successfully manage vocational education programing for handicapped students. | 1. The vocational school will properly manage the vocational programing for handicapped students. | 1.a. The Region 8 Vocational School will delegate the responsibilities of vocational programing of handicapped students to the Vocational Special Education Coordinator. The responsibilities are:<br>1. To coordinate appropriate academic training for handicapped students who participate in vocational activities at Region 8 Vocational Center.<br>2. To coordinate the development of the vocational I.E.P. (Individual Education Plan) component.<br>3. To plan with Region 8 vocational instructors and find effective ways of utilizing ancillary personnel to teach day to day "hang-on-skills" for handicapped students involved in vocational training.<br>4. To be responsible for requesting pre-vocational assessments when indicated prior to entrance for handicapped students in vocational programs.<br>1.b. The Vocational School Director and Program Director will support and lend leadership for the conduct of the total special education services at the vocational school. |

## VOCATIONAL CONSIDERATIONS FOR THE HANDICAPPED STUDENT
## THE SEQUENCE OF EVENTS

**SPRING**

1. The home school identifies a potential vocational school candidate who is handicapped.

2. The student is scheduled for, and goes through, a formal vocational assessment.

   a. A student visitation should take place if not previously undertaken. (There are some good arguments for visiting the program in a structured manner prior to a P.E.T. meeting.)

3. A P.E.T. meeting is called to investigate the possibilities and make recommendations.

4. Prior to that meeting a capsule summary is filled out by the home school (probably Resource Room person) and sent to the appropriate Region 8 staff in preparation for the above. (See Exhibit "F".)

5. The P.E.T. meeting takes place with the student, parents, present and past teachers (especially vocational skills teachers) to discuss the inclusion of a vocational component in the student's I.E.P. Emphasis should be made on determining the most appropriate vocational program for the student. If the P.E.T. indicates a vocational placement then:

   a. The home school will fill out and submit the Individual Characteristics Information. (See Exhibit "D".)

6. Armed with the above information (5a) the student's vocational component of the I.E.P. is written by the appropriate vocational teacher with the assistance as needed from the Special Education Vocational Coordinator, Program Director, Resource Room Teacher, and the Vocational Assessor.

7. The Vocational Component is submitted to the P.E.T. for adoption, modification, or clarification.

**FALL**

8. The student enters the program in compliance with the I.E.P.

9. A trial period (of possibly 2 weeks) is followed with a written assessment by the vocational instructor to determine the validity of the I.E.P. and the likelihood of success in that program.

10. A fine tuning or modification of the vocational component will take place with the Pupil Evaluation Team as necessary.

11. Reassessment of the student and the I.E.P. will occur during the year.

Confidential Information

# VOCATIONAL INDIVIDUAL EDUCATION PLAN COMPONENT (V.I.E.P.)

Student's Name _____ Age ___ Sex ___ Home School _____ Diagnostic Category _____

I. Write a short paragraph about the student's handicapping condition.

I.a. Attach Vocational Assessment data to this form.

II. Present grade levels of educational functioning:
- A. Reading:
  1. Vocabulary _____
  2. Comprehension _____
  3. Listening _____
- Math:
  Grade level _____

III. What vocational program is recommended by the Pupil Evaluation Team:



IV. Explanation of this vocational program as the "least restrictive environment". (List reasons why this is the most appropriate program for this student.)

V. Vocational Goals (Long term objectives for this student.)

VI. Short term Objectives

| Objectives | Method of Evaluation | Date |
|---|---|---|

VII. List Special Education and related services to be offered at the vocational school.

VIII. Describe what modification and adaptations of instructional equipment are needed.

IX. To what extent will the student be able to participate in regular vocational classes:

X. Vocational Services

A. Date for commencing Services _____

B. Length of time of Services _____

XI. Vocational School Staff members responsible for program Implementation and Evaluation:

Teacher _____
Coordinator _____
Program Director ___
Student _____
Other _____

XII. Date of last V.I.E.P. review.

___ ___ ___
mo. da. yr.

Exhibit "B"

Confidential Information

# REGION 8 PUPIL EVALUATION REFERRAL FORM

Date _____

Student's Name _____ Home School _____ Vocational Program _____ Age _____

Possible Problem Areas:

___Speech ___Hearing ___Reading ___Math ___Visual ___Motor Coordination ___IQ ___Emotional ___Health ___Behavior

___Other

Explain: _____

_____

_____

Indicate Student's Strengths: _____

_____

_____

Indicate current performances in vocational and social skills: _____

_____

_____

_____
Referring Vocational Teacher's Signature

Follow-up: _____

_____

_____

_____

Please Forward to Region 8 Program Director



Exhibit "C" 27

INDIVIDUAL CHARACTERISTICS SHEET

Confidential Information

Student's Name _____ Age ___ Assigned Grade ___ Home School _____ Diagnostic Category: _____

If the student has an I.E.P. please attach a copy to this sheet.

Date this sheet was completed. _____

Academic Skills:

Reading: At what grade level is the student functioning?

A. Word recognition ____(grade level)
B. Comprehension ____(grade level

Comments:

Math: Place a check mark in the appropriate column.

| | | DIGIT | MOST CORRECT | ALWAYS CORRECT | SOMETIMES CORRECT | ALMOST NEVER CORRECT |
|---|---|---|---|---|---|---|
| Addition | 1. | | | | | |
| | 2. | | | | | |
| | 3. | | | | | |
| Subtraction | 1. | | | | | |
| | 2. | | | | | |
| | 3. | | | | | |
| Multiplication | 1. | | | | | |
| | 2. | | | | | |
| | 3. | | | | | |
| Division | 1. | | | | | |
| | 2. | | | | | |
| | 3. | | | | | |

Comments:

Is the student able to: (use check for response)

| | Add | Subtract | Multiply | Divide |
|---|---|---|---|---|
| Fractions | | | | |
| Mixed Numbers | | | | |
| Decimals | | | | |

Can the student measure to the nearest 1/16 of an inch?
Yes___ No___

Comments:

Please complete the attached Pre-vocational or vocational list.

Can the student write a complete sentence?
Yes__ No__

Can the student write a paragraph?
Yes__ No__

Comments:

Personal / Social Skills:

How does the student get along with teachers, students and family?

| | MOST ALWAYS | SOMETIMES | HARDLY EVER |
|---|---|---|---|
| Teachers | | | |
| Students | | | |
| Family | | | |
| Accepts Authority | | | |

Comments:

Behavior / Attitudes

Is the student respectful and cooperative?
Yes__ No__

Does the student have appropriate behavior in a work situation? Yes__ No__

Comments:

Student's Attendance Pattern (circle one)

Good Fair Poor

Health:

General Health

Hearing

Vision

Interests and Aspirations

_____

Can Follow Directions:

| | MOST TIMES | SOMETIMES | HARDLY EVER |
|---|---|---|---|
| Oral | | | |
| Written | | | |

Comments:

Student Strengths:

Student Needs:



Exhibit "D"

# VOCATIONAL SKILLS

(Attach to Individual Characteristics Information Sheet)

This information will not exclude a student from a vocational program, but will instead be used by Region 8 Staff members for making program preparations for the incoming student.

Student's Name _____ Sending School _____

The student is able to:

| | | Most of the time | Sometimes | Seldom |
|---|---|---|---|---|
| 1. | Count money and make change | ___ | ___ | ___ |
| 2. | Mix ingredients proportionately | ___ | ___ | ___ |
| 3. | Stick to a job | ___ | ___ | ___ |
| 4. | Have stamina for a full days work | ___ | ___ | ___ |
| 5. | Use and maintain hand tools effectively | ___ | ___ | ___ |
| 6. | Evaluate his or her own performances | ___ | ___ | ___ |
| 7. | Identify and appropriately use safety measures | ___ | ___ | ___ |
| 8. | Maintain composure in non-routine occurrencies | ___ | ___ | ___ |
| 9. | Can handle constructive criticisms | ___ | ___ | ___ |
| 10. | Help other co-workers when needed | ___ | ___ | ___ |
| 11. | Find new work when a task is completed | ___ | ___ | ___ |
| 12. | Organize work materials and equipment for effective usage | ___ | ___ | ___ |
| 13. | Apply acquired skills to new tasks | ___ | ___ | ___ |
| 14. | Write legibly | ___ | ___ | ___ |
| 15. | Recognize his/her own limitations | ___ | ___ | ___ |
| 16. | Have compassion for the sick and disabled | ___ | ___ | ___ |
| 17. | Please list other acquired vocational skills not mentioned here: | ___ | ___ | ___ |

REGION 8 CAPSULE SUMMARY REPORT

Name _____ D.O.B. _____ Grade ____ Home School _____

Resource Room Contact _____

Academic:

Measurement 1/4/" - 1/16"
Math basic functions
Fractions
Reading level

Behavior:

Attendance: ____ days absent last year
Introvert? Extrovert?
Success in groups?

Physical Limitations:

General Health:

Vocational Experience:

Work at home

Jobs

Shopclass work

Shop class teacher's assessment:

| Strengths | Weaknesses |
| --- | --- |
| | |



Exhibit "F"